**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 4 Week 5**

**Story Title- “Fly, Eagle, Fly!”**

**Monday** COS 3.2, 3.3, 3.4 Obj. SW- identify plot & theme; use graphic organizers to understand plot & theme; use word structure to determine the meaning of words with suffixes; use word structure to decode words with syllable pattern VCCCV.

**WHOLE GROUP-** 1)Daily Questions: Why might an eagle act like a chicken? 2)Listen to read aloud “Eaglet’s World” TE pg 112l; Fluency Purpose- Model Accuracy, Rate, & Intonation 3)Read/discuss skill pgs 112-113 4)Create a graphic organizer as a visual from pg 113 to complete while reading “Lulu Wants to Grow Up” orally 5)Review Vocabulary Words using educational website on Active Board

**SMALL GROUP-** Venn Diagram Wkbk Pg 43

**CPA’S** 1)Daily Question (in a complete sentence) 2)Missed Spelling 5x’s Each 3)Voc Folder 4)Cursive

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 43-44; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 44

**Statement of Student Engagement-** Students will use a graphic organizer to identify plot & theme.

**Tuesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)Daily Question: Why does the farmer think he can make the eagle act like a chicken? 2)Read/discuss voc pg 114-115 3)Phonics Talk TE 137i 4)Discuss genre: folk tales & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: Buck’s Way; The Lost Dog; Smart Dog- Complete Graphic Organizer to identify plot & theme.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 47-48 3)Spelling VCCCV Color Code 4)Voc Folders 5)Cursvie 6)Reread Weekly Story to Self

**Materials:** Post It Notes; Textbook; Wkbk Pgs 47-48; Highligters; Voc Folders; Colors

**Evaluation-** Wkbk Pgs 47-48- Daily Grade

**Statement of Student Engagement-** Students will complete a graphic organizer to recognize plot & theme.

**Wednesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)Daily Question: In the end the farmer could not make the eagle act like a chicken, even though he raised it with chickens. Why not? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Create a graphic organizer to recognize plot & theme from the Weekly Story.

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc Sentences 4)Spelling Choice 5)Cursive 6)Voc Folders 7)Partner Reread Weekly Story

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt/Voc Sentences- Daily Grade

**Statement of Student Engagement-** Students will create a graphic organizer to recognize plot & theme from the events of the story; students will complete comprehension questions from the story in a scavenger hunt, & write a complete sentence for each vocabulary word.

**Thursday** COS 3.2, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Writing Workshop- Refer to TE WA8- Writing Prompt- One of a Kind~ See Strategic Intervention Writing Workshop pg TE WA8 for suggestions about brainstorming/writing about unique or one of a kind people.

**CPA’S** 1)Writing Workshop 2)Cursive 3)AR

**Materials:** Sequence Retelling Cards; Selection Test; CPA Notebook

**Evaluation-** Selection Test/Voc Folders

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Writing Workshop to Conference/Edit; Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will conference with teacher to complete the steps of the Writing Process to complete the weekly Writing Workshop on a given prompt.